

## Asbury Theological Seminary ePLACE: preserving, learning, and creative exchange

---

Syllabi

eCommons

---

1-1-2009

# PC 515 Pastoral Crisis Intervention

Tapiwa N. Mucherera

Follow this and additional works at: <http://place.asburyseminary.edu/syllabi>

---

### Recommended Citation

Mucherera, Tapiwa N., "PC 515 Pastoral Crisis Intervention" (2009). *Syllabi*. Book 2581.  
<http://place.asburyseminary.edu/syllabi/2581>

This Document is brought to you for free and open access by the eCommons at ePLACE: preserving, learning, and creative exchange. It has been accepted for inclusion in Syllabi by an authorized administrator of ePLACE: preserving, learning, and creative exchange. For more information, please contact [thad.horner@asburyseminary.edu](mailto:thad.horner@asburyseminary.edu).

## Syllabus

**Course:** PC515 O1 (SP 2009)  
**Title:** Pastoral Crisis Intervention  
**Hours:** 3.00  
**Published:** Yes, on 01/13/2009  
**Prerequisites:**

*None*

**Department:** Pastoral Care  
**Faculty:** Dr. Tapiwa Mucherera



Email: [tapiwa.mucherera@asburyseminary.edu](mailto:tapiwa.mucherera@asburyseminary.edu)  
 Office: FC  
 SPO:

### Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday from 9:00a to 11:40a in EXLEXL.

### Maximum Registration: 35

**Catalog Description:** A study of the theory and practice of pastoral counseling crisis intervention based on the premise that crises are an essential aspect of any structured understanding of human life and development. The course will cover episodes of crisis in people's lives where the stakes are high for disintegration or for growth. Theoretical orientation to crisis and clinical intervention techniques for various types of crises will be taught and practiced. Theological and faith issues such as theodicy during crisis events will be examined.

## Objectives:

PASTORAL CRISIS INTERVENTION  
 Asbury Theological Seminary  
 Spring 2009  
 PC 515 (3 Hours)  
 Tuesday 9-11:40am

Professor: Tapiwa Mucherera, Ph.D.  
[Tapiwa.Mucherera@asburyseminary.edu](mailto:Tapiwa.Mucherera@asburyseminary.edu)  
 407-482-7652

Office Hours: by appointment Email:  
 Office Location: Second Floor

Telephone:

**COURSE DESCRIPTION** This is an advanced pastoral crisis-counseling course that is based upon the premise that crises are an essential aspect of any structured understanding of human life and development. The class will cover occurrences of crises in people's lives where the stakes are very high for either disintegration or growth. Theoretical orientation to pastoral crisis intervention techniques for various types of crises will be taught and practiced. Theological and faith issues during crisis events will be examined. Counseling Practice: You have three venues in which you will practice crisis counseling.

- First, you will work within trios to practice your skills. Your practice sessions will happen outside of our class time. You will have an opportunity to be a client, a pastoral counselor, and an observer in session.
- Second: The role-play your group will present in class will be videotaped. The role-plays will last no more than 25 minutes. We will debrief and get feedback in class from other peers.
- Third: We will have larger group practice role-plays in class sessions

### Course Objectives:

Upon completion of this course students

1. Explain the process of crisis development. 2. Understand pastoral theological assumptions and biblical foundation that support crisis intervention. 3. Articulate appropriate pastoral intervention strategies to manage crises at a primary, secondary, and tertiary intervention level. 5. Demonstrate pastoral crisis intervention and counseling skills within role-plays.

**REQUIRED COURSE TEXTS:** Cooper, B. Z. (1988). *Why God?* Atlanta: John Knox Press.

Janoff-Bulman, R. (1992). *Shattered assumptions: Towards a new psychology of trauma.* New York, NY: The Free Press.

Kanel Kristi A Guide to Crisis Intervention (3rd Edition) New York: a New Psychology of Trauma. New York, NY: The Free Press.

Soelle Dorothee, *Suffering* Philadelphia: Fortress Press, 1988.

**Recommended Course Texts:**

Hahn, D. (2008) *The Cancer Waltz: A Collection of Poems*

(Students can order this directly at [www.lifefuturejourney.com](http://www.lifefuturejourney.com) as there is no registered publisher)

Kuenning D. (1987). *Helping People Through Grief.* Minneapolis: Bethany House Publishers.

Scott, M.J. & Stradling, S. G. *Counseling for Post-Traumatic Stress Disorder.* London: Sage.1992.

Switzer, David K. *The Minister As Crisis Counselor*

Townsend, L. L. (2006). *Suicide: Pastoral Responses.* Nashville: Abingdon.

Yancey, P. (1988). *Disappointment with God: Three Questions No One Asks Aloud.* Grand Rapids, MI: Zondervans.

**COURSE REQUIREMENTS** You are expected to attend all classes and participate in small group activities and discussions. Poor attendance will negatively impact your final grade. Completion of all readings is required. A late paper will lose 5 points.

1. **Theological Integration Paper** - (30 points) Due Tuesday, 2009 Identify a time in your life when you experienced a period of crisis. (If you have been fortunate enough to have NO crisis experience, then you can interview someone who has had a crisis). Synthesize the experience with your understanding from class lectures, *Shattered Assumptions*, *Why God*, *Scripture* and your theology of pain. Three quarters of your paper must engage the above texts in your effort to do a psychological and theological integration. Please do not just write your plain story. Your grade will be dependent on how well you utilize the material from the texts and class lectures for your paper. Please use proper and consistent CITATION of material. (You may use MLA, APA or Turabian style for this paper. (10 pages)

**Guidelines for your paper:** Make sure to address these issues in an integration paper.

- From *Shattered Assumptions*: Define assumption and how they develop? How had your assumptions developed? What assumptions were altered as a result of the crisis? How were they altered? What helped you to rebuild your assumptions? How were the new assumptions different from the original assumptions? As you answer these questions make sure you are interacting with and citing the text: *Shattered Assumptions*. (Even though you are using assigned texts, proper citation is expected)
- From *Why God*: How did you experience God in the midst of this crisis? What theological issues raised in the text (*Why God*?) were helpful in your process of dealing with the crisis? How did you theologically address the question of why does God allow me to suffer?
- Both, *Why God?* and *Shattered Assumptions* try to provide ways on how people manage to get through crisis events. Using some of the ideas from these books; what helped you to move through this time of crisis? What Scriptures were particularly salient to a discussion of a theology of pain and crisis in your story?

• Your paper is to be typed and double-spaced (please follow specification for paper formatting provided below). This is your opportunity to reflectively integrate the lectures and reading material to date. Remember that this needs to be more than just personal story or reflections. Draw heavily on the required texts and lectures to demonstrate your grasp of the theoretical/theological material and then provide compelling examples from your experience to document your ability to apply theory/theology to life. Again, this is not just a presentation of your life story.

2. **Pastoral Crisis Counseling Practice:** Role-play, Feedback -outside class (15 Points)

You will work in trios outside of class to refine your pastoral counseling skills during practice sessions on an established crisis-counseling situation. Each practice sessions should last about 20 to 30 minutes per round. (Be sure to allow at least 5 minutes for verbal feedback). The first round will allow for practice and some verbal feedback, and the second round and final round is for the purposes of client /observer to be able to give written feedback that will be handed to the professor. Each person should be the pastoral counselor in one of the scenarios. (Rate the pastoral counselor's skills using the scale below to a total of 15 points)

- Client and Observer will give the pastoral person verbal feedback and then hand in a one page typed feedback to the professor and the partners. The pastoral person will write a reflective paper of their performance and partners' feedback. You are responsible for handing in your feedback forms next day of class following your practice role play or the paper will be considered late.
- Focus on the following pastoral person's skills in giving the one page feedback:
  - (a) how their attending/listening skills are developing, and rapport with counselee and did the pastoral counselor follow the six (6) steps? (7 points)
  - (b) things s/he did well as a pastoral crisis counselor: (4 points)
  - (c) areas where s/he needs improvement as a pastoral crisis counselor (4 points)

3. **Research Paper** (14-16 pages) Due on Tues (30 points) You will sign up for a research paper topic (14-16 pages) within the first weeks of class. This information will form the knowledge base for your pastoral crisis counseling Individual Research paper.

Your individual research paper will addresses the following:

- a) Present the crisis in a form of a case scenario or as a vignette. Identify the kind of pastoral counseling approach/theory that would be most appropriate for this kind of crisis or to help this parishioner(s)? Please state your theory and say why it would be the most appropriate one for this crisis (2 pages).
- b) What are the critical psychological, interpersonal, and social issues surrounding the crisis? What are some of the issues to consider, such things as, but not limited to: developmental, gender, cultural, socio-economic, & ethnic issues involved around the crisis? (3-4 pages).

- c) What are the key pastoral care and counseling issues to consider during the initial session, including the short term plan? What are the obvious issues needing to be address during the follow-up sessions? (long term) Say how and why. (3-4 pages).
- d) Identify significant theological and spiritual issues that you believe would be most salient for this parishioner(s) and state how both your pastoral theological perspective & Scripture addresses these concerns. This is the section where you will need to interact theologically on the basis of our discussions in class and your reading of Dorothee Soelle's text: *Suffering*. (3-4 pages).
- e) Identify a pastoral strategy that will be most appropriate for this kind of crisis. Create a ministry plan/program to prevent, if possible, and care (such as support, study groups, etc) for this crisis you addressed, in a church or para-church environment. (2-3 pages).

#### 4. **Video Taped Role-play and class presentation-** (25 points)

You and your group will prepare a video taped role-play of persons facing the crisis topic from your research topic. Total presentation time in class will be between 40 -45 minutes. Twenty five (25 minutes) will be allocated for the role-play. Practice outside of class is expected. Make sure the picture & sound are okay before bringing it in for presentation. Feedback from peers and the instructor will follow soon after your research presentation & role-play from the video. The professor will provide you a form to evaluate your peers' presentation and role-play in class. These will be handed back to the professor following each role-play.

#### **Grading:**

The final grade will be based on your cumulative point total. There will be 100 points possible. Letter grades will be determined as follows:

A:	100-95%	A-:	94-91%	B+:	90-87%
B:	86-84%				
B-:	83-81%	C+:	80-77%	C:	76-74%
C-:	73-71%	D+:	70-67%		
D:	66-64%				
D-:	60-63%				
F:	59% and below				

#### **Course Policies:**

**Attendance & Participation.** Attendance is essential for understanding and processing the material. Students are expected to attend all class meetings; if you miss 3 class sessions you are working off a grade of B. Work that is missed due to any excused absence (hospitalization or serious illness, institutionally approved group event or travel, death or serious illness of a family member, or other unusual circumstance) may be made up. Per ATS policy, appropriate written documentation should be provided.

#### **Submitted Written Papers.**

- Paper Labeling. All papers should have your name.
- Format. All written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
- Follow MLA, APA Publication Manual or Turabian for formatting of citations and reference list. Be consistent and use only one style or format.
- Writing Quality. Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
- Form. Written materials must be submitted in printed form by the due date.
- Timeliness. Students should submit written material on time; late papers will receive penalty or no grade.

**Self-Disclosure.** In class interactions, some self-disclosure may occur; this should be kept confidential and appropriate to the classroom situation. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard. **Academic Dishonesty and Student Behavior.** Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s). **Problems.** If you are having difficulty in this course for ANY reason, please speak to me as soon as possible. **Special Needs.** All materials can be made available in alternate formats. Please inform me of any special needs you may have. **Scheduling.** The instructor reserves the right to make modifications to the course schedule as necessary.

#### **CLASS SCHEDULE:**

Orientation to PC515

Lecture - Read Chp 1 –Intro-A Guide to Crisis Intervention

Lecture - Read –Attending/Listening -A Guide to Crisis  
-In Class Group counseling Practice

Intervention Chp 5

\* Assign research Topics

Lecture - Read -Ethics -A Guide to Crisis Intervention Chp 3  
-In Class Group counseling Practice

\*Assign First Trio Role play scenario

Lecture – Read - Burnout -A Guide to Crisis Intervention Chp 3

In class Group Discussions

- First outside class Role-play Feedback & Reflections due at beginning of class
- \*Assign Second Trio Role play scenario

Shattered Assumptions Read Parts One, Two, three and four. Be prepared to discuss in class-In Class group Discussions

- Second outside class Role-play Feedback & Reflections at beginning of class
- \*Assign Third Trio Role play scenario

Why God? Chapters 1-5 – Be prepared to discuss in class  
-In Class Group discussion

- Third outside class Role-play Feedback & Reflections at beginning of class

Lecture - Suicide – A Guide to Crisis Intervention -Chp 6

Lecture - AIDS/HIV - A Guide to Crisis Intervention Chp 9

- Theological Integration paper due at beginning of class.

Lecture - PTSD- A Guide to Crisis Intervention - Chp 11

Sexual Assault/ Rape - A Guide to Crisis Intervention - Chp 12  
Group presentation & Role Play –(Sexual Assault/ Rape)

Partner Violence -A Guide to Crisis Intervention Chp 12  
Group presentation & Role play- (Battered Spouse)

Bereavement and Loss A Guide to Crisis Intervention Chp 8

- Group presentation & Role play- Bereavement & Loss

Addictions/ Chemical Dependency A Guide to Crisis Intervention Chp 10  
Group presentation & role play - Addictions

Final paper due in my office by e-mail or hardcopy